

STANDARDS		Meets Min. Satis.	Requir. Unsatis.	EVIDENCE / COMMENTS
8.32.1103	<p><u>PHILOSOPHY, PURPOSE, ORGANIZATIONAL FRAMEWORK AND EDUCATIONAL OBJECTIVES</u></p> <p>(1) The faculty of the nursing educational Program shall develop and approve statements of philosophy, purpose, organizational framework and Educational objectives that are consistent with those of the parent institution and with the laws governing the practice of nursing.</p> <p>(2) The philosophy statement must include statements about nursing practice, nursing education and the graduate of the program.</p> <p>(3) The statements of philosophy, purpose, organizational framework and educational objectives must be used to plan, implement and evaluate the total program.</p> <p>(4) The philosophy statement must be included in the program catalog or otherwise made available to students. Students must participate in program policy development.</p>			
8.32.1104	<p><u>CURRICULUM – GENERAL REQUIREMENTS FOR PROFESSIONAL NURSING EDUCATION; BACCALAUREATE AND ASSOCIATE DEGREE PROGRAMS</u></p> <p>(1) A curriculum is the content and learning experiences designed to facilitate student achievement of the educational objectives.</p> <p>(2) The faculty shall develop, review and update the curriculum for the professional nursing educational programs must meet the following general criteria:</p> <ul style="list-style-type: none"> (a) reflect the philosophy, organizational framework, purpose and educational objectives of the nursing education program and be consistent with the laws governing the practice of professional nursing; (b) contain content and learning experiences designed to facilitate student achievement of the educational objectives; (c) contain learning experiences and instructional methods appropriate to fulfill curriculum objectives; (d) reflect future nursing practice of the graduate; (e) contain adequate nursing course work and clinical experiences to develop safe and effective nursing practice; and (f) address present and future health care needs. <p>(3) The curriculum shall include concepts related to the promotion, maintenance and restoration of the health of clients across the lifespan. Broad content areas and learning activities include, but are not limited to:</p> <ul style="list-style-type: none"> (a) healthy lifestyles and risk factors; (b) health needs and alterations across the lifespan; (c) acute and chronic health needs; and (d) health needs related to social and environmental trends. 			

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8.32.1104	<p><u>CURRICULUM – GENERAL REQUIREMENTS FOR PROFESSIONAL NURSING EDUCATION; BACCALAUREATE AND ASSOCIATE DEGREE PROGRAMS</u></p> <p>(4) The curriculum shall include non-nursing courses that provide knowledge in relevant physical sciences, social sciences and arts and humanities.</p> <p>(a) Physical science course content shall include but not be limited to:</p> <ul style="list-style-type: none"> (i) chemistry (ii) anatomy (iii) physiology (iv) microbiology (v) nutrition (vi) mathematics (vii) physics (viii) pharmacology (ix) pathophysiology <p>(b) Social sciences, and arts and humanities course content shall include, but not be limited to:</p> <ul style="list-style-type: none"> (i) human growth and development (ii) psychology (iii) sociology (iv) communications (v) ethics (vi) economics <p>(5) The length, organization and placement of courses must be consistent with the philosophy and objectives of the program. Course organization and sequencing shall assure that prerequisite concepts and understanding are used and further developed as the program progresses. Course instruction should focus on understanding and application of knowledge, and extend throughout the program.</p> <p>(6) For each clinical credit hour, there shall be at least two hours of applied laboratory experience.</p>			
8.32.1105	<p><u>CURRICULUM – SPECIFIC TO BACCALAUREATE DEGREE</u></p> <p>(1) The baccalaureate degree nurse graduate shall be prepared to plan, deliver and coordinate care for clients including individuals, families and communities in a variety of structured and unstructured settings with an emphasis on care management, complex care situations and clients with unpredictable outcomes.</p> <p>(2) The baccalaureate degree nurse functions as a change agent in the health care system and utilizes nursing research findings in the delivery of care. (Adapted from American Association of Colleges of Nursing Position Statement: Nursing Education's Agenda for the 21st Century.)</p>			

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8.32.1106	<p><u>CURRICULUM – SPECIFIC TO ASSOCIATE DEGREE</u></p> <p>(1) The role of the associate degree nurse graduate is to provide direct care to clients, individuals or groups, in a variety of settings with clear policies and procedures. Within this context, the curriculum must relate to the roles of the provider of the associate degree nurse as provider of care, manager of care and member of the discipline of nursing. (Adapted from the National League for Nursing, Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies, 1990.)</p> <p>(a) As a provider of care, the associate degree nurse must demonstrate the followin</p> <ul style="list-style-type: none"> (i) critical thinking (ii) accountability (iii) clinical decision making through use of the nursing process (iv) effective communication with clients, families and health team members (v) teaching and collaboration with the clien and family (vi) collaboration with members of the health care team (vii) sensitivity to individual and cultural diversity <p>(b) As a manager of care, the associate degree nurse must demonstrate the following:</p> <ul style="list-style-type: none"> (i) coordination of care for a group of clients using collaboration and consultation (ii) organization and delegation of nursing care (iii) information management (iv) client advocacy (v) evaluation of health care delivery using client-centered outcomes <p>(c) As a member of the discipline of nursing, the associate degree nurse must demonstrate basic knowledge inthe following:</p> <ul style="list-style-type: none"> (i) self-assessment and development and continuous learning (ii) ethical-legal framework for nursing practice (iii) advancement of nursing practice through professional activities (iv) political, economic and societal forces affecting nursing practice and health care delivery (v) health care change and nursing research <p>(2) Non-nursing courses must provide graduates with basic knowledge in the relevant physical sciences, social sciences and arts and humanities.</p>			

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8.32.1107	<p><u>CURRICULUM REQUIREMENTS FOR PRACTICAL NURSING PROGRAMS</u></p> <p>The primary role of the practical nurse graduate is to provide nursing care for clients in structured health care settings who are experiencing common, well-defined health problems. In their roles as members of the discipline of nursing, practical nurses actively participate in and subscribe to the legal and ethical tenets of the discipline. The practical nurse functions under the supervision as set forth in 37-8-102, MCA. (Adapted from National League for Nursing, Council of Practical Nursing Programs, 1989.)</p> <ol style="list-style-type: none"> (1) The curriculum must include basic knowledge of: <ol style="list-style-type: none"> (a) nursing process (b) client's physiological needs (c) client's psychosocial needs and (d) maintenance and promotion of health (2) The curriculum must provide for progressive development of knowledge, skills and professional conduct. (3) The choice and placement of courses, selection of learning activities and the organization of these must provide continuity, sequence and integration in the total curriculum. (4) Learning experiences must be based on written behavioral objectives which include demonstration of knowledge, comprehension and application. (5) The program must include practical nursing theory and guided clinical practice based on the nursing process. It must include the content essential to current practice in practical nursing. (6) The practical nurse student shall successfully complete course work related to the role of charge nurse in the following areas to prepare the graduate practical nurse to serve as a charge nurse: <ol style="list-style-type: none"> (a) leadership (b) telephone orders (c) transcribing orders (d) documentation (e) nursing process (f) prioritization (g) organization and (h) delivery of long term care (7) Content of the course work related to the role of charge nurse shall be developed in recognition of the role of charge nurse as supervisor of care provided as well as care needed, assessment of clients, notifying the professional nurse supervisor, notifying physicians and the administration of medications and treatments. 			

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8.32.1107	<p><u>CURRICULUM REQUIREMENTS FOR PRACTICAL NURSING PROGRAMS</u></p> <p>(1) The practical nurse student shall successfully complete courses in the following areas to prepare the graduate practical nurse to administer intravenous therapy:</p> <ul style="list-style-type: none"> (a) fluid and electrolytes (b) intravenous solutions of the following types: <ul style="list-style-type: none"> (i) isotonic (ii) hypotonic (iii) hypertonic (c) infection control (d) pharmacology (e) technology and clinical application (f) parenteral nutrition (g) documentation (g) nursing process in relation to IV therapy and institutional policies <p>(2) Content of the courses shall be developed in recognition of the role of the licensed practical nurse to perform intravenous therapy in accordance with Standards set forth at ARM 8.32.1409.</p>			
8.32.1108	<p><u>PROGRAM EVALUATION</u></p> <p>(1) All nursing programs must have a formal evaluation plan developed by the faculty that is conducted on a regular basis and must include student participation.</p> <p>(2) Evaluations must consider the following areas:</p> <ul style="list-style-type: none"> (a) the philosophy, organizational framework, educational objectives and curriculum of the program; (b) policies governing recruitment, admissions, promotion, graduation and other matters affecting education, health and welfare of students; (c) factors contributing to faculty growth, welfare and effectiveness; (d) adequate clinical facilities for student practice in a variety of inpatient and community-based settings to include acute care, chronic care and primary health care settings; (e) adequate educational facilities including classrooms, skills labs and library /information resources; and (f) documentation of health policy requirements which must be accessible to the student. <p>(3) The evaluation plan must include a recommendation based on evidence collected to make appropriate program revisions.</p>			

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<u>8.32.1109</u>	<u>ORGANIZATION AND ADMINISTRATION OF THE NURSING EDUCATION PROGRAM</u> (1) Parent institutions conducting a nursing program must be accredited by the appropriate accrediting bodies. (2) All agencies with which the program maintains cooperative agreements for use as clinical laboratories must have licensure, approval or accreditation appropriate to each agency. (a) Cooperative agreements must be current, in writing and signed by the responsible officers of each and must include the following: (i) faculty responsibilities for teaching and clinical supervision of students including responsibilities for planning and supervising learning experiences; (ii) student responsibilities; and (iii) expectations regarding the health status of students and faculty in a variety of settings. (3) The organizational pattern of the nursing program must be comparable to similar programs of the parent institution. Organizational charts showing the administrative structure of the nursing program and its relationship to other units must be developed. (4) Institutional policies governing the nursing program must be consistent with those policies governing other educational programs of the parent institution. (5) Faculty and administration shall participate in governance of the parent institution and policy development, including but not limited to matters related to appeals and grievances. Policies governing faculty employment, promotion and tenure must be in writing and consistent with those of the parent institution.			
<u>8.32.1110</u>	<u>PROGRAM DIRECTOR</u> (1) Baccalaureate and associate degree programs must be administered by a full-time program director who shall be responsible for program administration. The director shall also be responsible for preparation, presentation and administration of the budget of the nursing program. The directors of the professional programs shall possess the following licensure and experience qualifications: (a) a current license to practice as a registered nurse in the state of Montana; and (b) at least two years of experience in nursing practice and at least two years of experience in nursing education, including didactic and clinical teaching. (2) The director of the baccalaureate program shall possess a master's degree with a major in nursing and a doctorate degree in nursing or a related field from approved programs, with preparation in education and administration. (3) The director of the associate program shall possess a master's degree in nursing or public health with a minor in nursing from an approved program, with preparation in education and administration.			

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8.32.1110	<p><u>PROGRAM DIRECTORS</u></p> <p>(4) Practical nurse education programs must be administered by a full time program director who shall devote a minimum of 50% time to administrative activities and shall possess the following qualifications:</p> <ul style="list-style-type: none"> (a) a current license to practice as a registered nurse in the state of Montana; (b) a masters degree in nursing or a minimum of a baccalaureate degree in nursing from an approved program, supplemented by courses in curriculum development, principles and methods of teaching and measurement and evaluation; and (c) at least two years of experience in nursing practice and at least two years of experience in nursing education, inclusive of teaching in didactic and clinical areas. <p>(5) All program directors shall have appropriate rank, position and authority to carry out the duties set forth above.</p>			
8.32.1111	<p><u>FACULTY</u></p> <p>(1) There must be a sufficient number of qualified faculty to meet the purposes and objectives of the nursing program.</p> <p>(2) Faculty shall have primary responsibility for the development and conduct of the academic program (s).</p> <ul style="list-style-type: none"> (a) Faculty shall participate in program policy development. <p>(3) Faculty shall provide evidence of continuing professional development in areas of didactic and clinical responsibility.</p> <p>(4) Faculty members who have responsibility for clinical teaching shall demonstrate clinical competence.</p> <p>(5) Faculty member titles must be consistent with faculty functions and the same as or equivalent to titles of faculty of other units of the parent institution.</p> <p>(6) Faculty members shall be responsible for :</p> <ul style="list-style-type: none"> (a) planning, implementing and evaluating learning experiences in the faculty member's area of assignment; (b) participating in academic guidance of students; (c) providing for student and peer evaluation of teaching effectiveness; (d) evaluating student achievement in terms of curricular objectives; (e) providing creative activities that contribute to positive changes in nursing, nursing education or health care; (f) providing service to the parent institution, nursing program, profession and community. 			

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<u>8.32.1111</u>	<u>FACULTY</u> (7) Participating in the selection of new faculty and the promotion and tenure of other faculty. (8) Faculty work loads are equitable and must allow time for classes and lab preparation, teaching, program revision, improvements of teaching methods, guidance of students, Participation in faculty organization and committees, attendance at professional meetings and participation in continuing education activities. (9) Written job specifications including responsibilities must be available for each position. (10) Personnel policies must be in writing and must include selection, appointment, promotion, faculty development and welfare.			
<u>8.32.1112</u>	<u>BACCALAUREATE AND ASSOCIATE FACULTY</u> (1) All nursing faculty members, including part-time faculty, shall hold at least a master's degree with a major in nursing from an accredited program, or a doctorate in nursing; have preparation for teaching in their respective area of responsibility and shall be licensed as registered nurses in Montana. (2) Faculty members hired without a master's degree will have three years from the date of hire to obtain a master's degree as set forth by the faculty qualifications in (1). The nursing director will immediately notify: (a) the Board in writing of the hire of the non-master's prepared faculty member along with a plan for compliance with the requirements set forth at (1). (b) A maximum of 10% or two faculty members, whichever is greater based on FTE, may come under the exception at any point in time at a given school. (3) As a general guideline for the baccalaureate and associate programs, there must be no more than 10 students per faculty member at a given time in a clinical setting. The number of students must be determined by the educational and clinical resources and faculty sufficient to meet the goals of the program and requirements of the Board of Nursing. (History: Sec. 37-8-202, 37-8-301, MCA; <u>IMP</u> , Sec. 37-8-301, MCA; <u>NEW</u> , 1997 MAR p. 626, Eff. 7/1/97.)			
<u>8.32.1113</u>	<u>FACULTY – PRATICAL NURSE PROGRAM</u> (1) All nursing faculty, including part-time, shall hold a master's degree in nursing or a minimum of a baccalaureate degree in nursing from an accredited program supplemented by courses in curriculum development, principles and methods of teaching, measurement and evaluation. Faculty members shall have at least two years experience in registered nursing practice within the last five years, and be currently licensed in the state of Montana. (2) All non-nurse faculty shall have academic and professional education and experience in the field of their specialization. (3) There must be a ratio of no more than ten students for each faculty person in the clinical area at any given time. (History: Sec. 37-8-202, 37-8-301, MCA; <u>IMP</u> , Sec. 37-8-301, CA; <u>NEW</u> , 1997 MAR p. 626, Eff. 7/1/97.)			

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8.32.1114	<p><u>PRECEPTORS – BACCALAUREATE AND ASSOCIATE</u></p> <p>(1) Registered nurse preceptors may assist with course teaching provided that:</p> <ul style="list-style-type: none"> (a) faculty members are responsible for ensuring safe, accessible and appropriate supervision based on client health status, care setting and student level of preparation; (b) the use of preceptors is appropriate given the course objectives and the level of students in the course; (c) a nursing faculty member retains responsibility for lecture and laboratory portions of the course. <p>(2) Professional registered nurse preceptors may assist with “senior level” courses taken during the last quarters/semesters of the nursing education program. (History: Sec. 37-8-202, 7-8-301, MCA; <u>IMP</u>, Sec. 37-8-301, MCA; <u>NEW</u>, 1997 MAR p. 626, Eff. 7/1/97.)</p>			
8.32.1115	<p><u>PRECEPTORS – PRACTICAL NURSE PROGRAM</u></p> <p>(1) Licensed practical nurse preceptors who function under supervision as specified in 37-8-102 (5) (a), MCA, may be utilized to assist with course teaching provided that a nursing faculty member retains responsibility of the course, and provided the use of preceptors is appropriate as defined in (2) below.</p> <p>(2) The appropriate uses of preceptors is in “capstone” or summary courses taken during the last quarter/semester of the nursing education program. In these instances, faculty, members are responsible for ensuring safe, accessible and appropriate supervision based on client health status, care setting and student level of preparation. (History: Sec. 37-8-202, 37-8-301, MCA; <u>IMP</u>, Sec. 37-8-301, MCA; <u>NEW</u> 1997 MAR p. 626, Eff. 7/1/97.)</p>			
8.32.1116	<p><u>EDUCATIONAL FACILITIES</u></p> <p>(1) There must be safe and accessible physical facilities for students and faculty designed to meet the educational and clinical needs of the program including, but not limited to:</p> <ul style="list-style-type: none"> (a) classrooms, laboratories, offices and conference rooms of adequate size, number and type according to the number of students and purposes for which these areas are to be used; (b) adequate supplies and equipment, including computer resources and audio visual aids; (c) adequate and convenient access by students and faculty to library/information resources, including sufficient titles, periodicals, computer data bases and similar media resources must be adequate to meet the program’s purposes and educational objectives. Faculty and students shall provide input regarding purchases of informational resources. <p>(2) There must be adequate study area/space conducive to scholarly work for faculty and students.</p> <p>(3) Clinical resources must be adequate to provide the learning experiences identified in the educational objectives of the program. Learning experiences in clinical settings must be under the control and supervision of the faculty.</p> <p>(4) The director, with input from faculty, shall determine appropriate student faculty ratios in the clinical setting to provide safe, accessible and appropriate supervision based on client health status, care setting and student level of preparation. (History: Sec. 37-8-202, 37-8-301, MCA; <u>IMP</u>, Sec. 37-8-301, MCA; <u>NEW</u>, 1997 MAR p. 626, Eff. 7/1/97.)</p>			

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8.32.1117	STUDENTS (1) A program must admit students without discrimination as to age, religion, national origin, marital status, race, gender, sexual preference or life style. (2) Students must be graduates of accredited senior high schools or their equivalent as determined by the office of public instruction. The program must have on file a copy of the student's high school or equivalent transcript. (3) Consistent with policies of the parent institution, a nursing education program must provide students with written policies regarding student rights and responsibilities, admission, readmission, refund of tuition, progression, dismissal and graduation requirements. Other policies specific to nursing students may be adopted if justified by the nature and purposes of the nursing program. (4) The program must further provide students: (a) a written policy regarding personal health practices designed to protect students, clients and faculty members, and requiring student compliance therewith; (b) information regarding the process of obtaining a license; and (c) access to the institution program catalog and the statements regarding the program's philosophy, purpose, organizational framework and educational objectives. (5) Programs must maintain current records of student achievement within the program and provide students with timely evaluations based on educational objectives. (6) Faculty members or other qualified persons shall be available to provide timely academic advice to students. (History: Sec. 37-8-202, 37-8-301, MCA; <u>IMP</u> , Sec. 37-8-301, MCA; <u>NEW</u> , 1997 MAR p. 626, Eff. 4/8/97.)			

Overall Program Strengths: _____

Areas of Concern: _____

Recommendations: _____
